

# External Review Team Process

## Office of Federal and State Accountability Division of Accountability



South Carolina  
Department of Education

Together, we can.

### **FOCUSED SCHOOL RENEWAL PLAN (FSRP)** **Revised for School Year 2008-09** **Revisions Included**

**School:** Kingstree Sr. High School

**District:** Williamsburg County

**Principal:** Roberta L. Cumbee

**Superintendent:** Ralph C. Fennell, Jr.

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

### **Demographic Information**

#### **School**

Kingstree Sr. High School is located in the small town of Kingstree in the Pee Dee region of South Carolina. The surrounding community is primarily rural (85%) with an unemployment rate of 10.5%. Our 2007 School Report Card Absolute Rating was Below Average (Up from Unsatisfactory) and our Improvement Rating was Average (up from Unsatisfactory). The principal has completed two years at the school. The student-teacher ratio in core subjects is 29:1, and prime instructional time is calculated to 87.6%. We have Good opportunities in the arts; Ninety-one percent of our parents attend conferences; and our character development is ranked as Good. We are accredited by the Southern Association of Colleges and Schools.

#### **Students**

Our school serves 867 students: Ninety-five percent are African American and 5% are White or Other. Our poverty rate stands at 82%. Student retention rate is 4.3%, and the attendance rate is 94.2%. Five percent of our students are eligible for Gifted and Talented services, and 18.2% have disabilities other than speech. Five percent of our students are older than usual for their grade, and 3.7% were expelled in 2007 due to violent and/or criminal offenses. Furthermore, 3.2% of our students are enrolled in AP programs and 19.5% are eligible for LIFE scholarships. The annual dropout rate stands at 1%. Thirty-eight percent of our students participated in work-based experiences in 2007, and 77.4% of our Career and Technology Education Students mastered core competencies.

#### **Teachers**

Kingstree Sr. High School houses 51 teachers, 58.8% of whom hold advanced degrees. Thirty-three percent of our teachers are international. Fifty-three percent retain a continuing contract with the Williamsburg County School District, and 30% have emergency or provisional certificates. Our teacher retention rate is 80.4% and the attendance rate is 94.7%. In 2007, our teachers received 20.6 days of professional development.

#### **Population Diversity**

According to the 2007 School Report Card on the Performance- by-Student-Groups page, 50% of our population is male and 50% is female. Five percent is white and 95% is African American. We have no migrant or limited English proficient students. Twenty percent of our student population possesses disabilities other than speech.

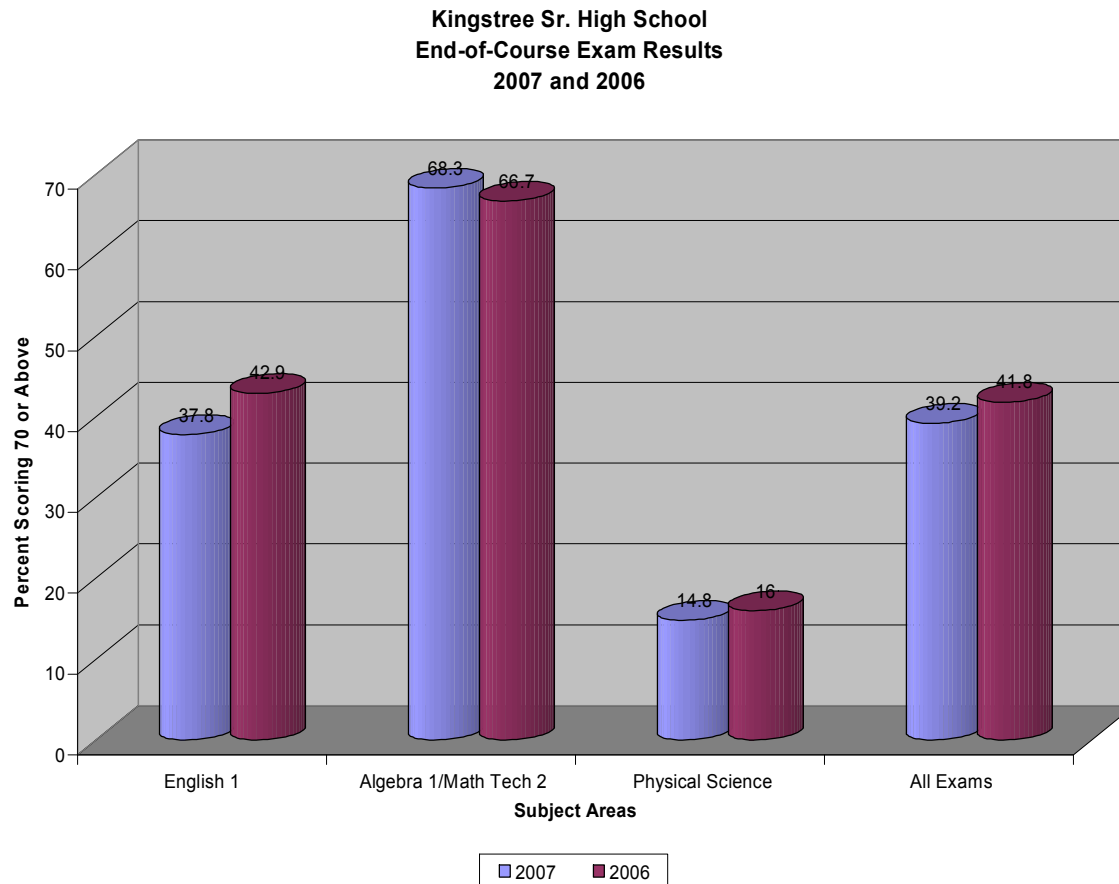
#### **Free/Reduced Lunch**

According to the 2007 School Report Card on the Performance- by-Student-Groups page, 80% of our students receive subsidized meals.

## Longitudinal Data

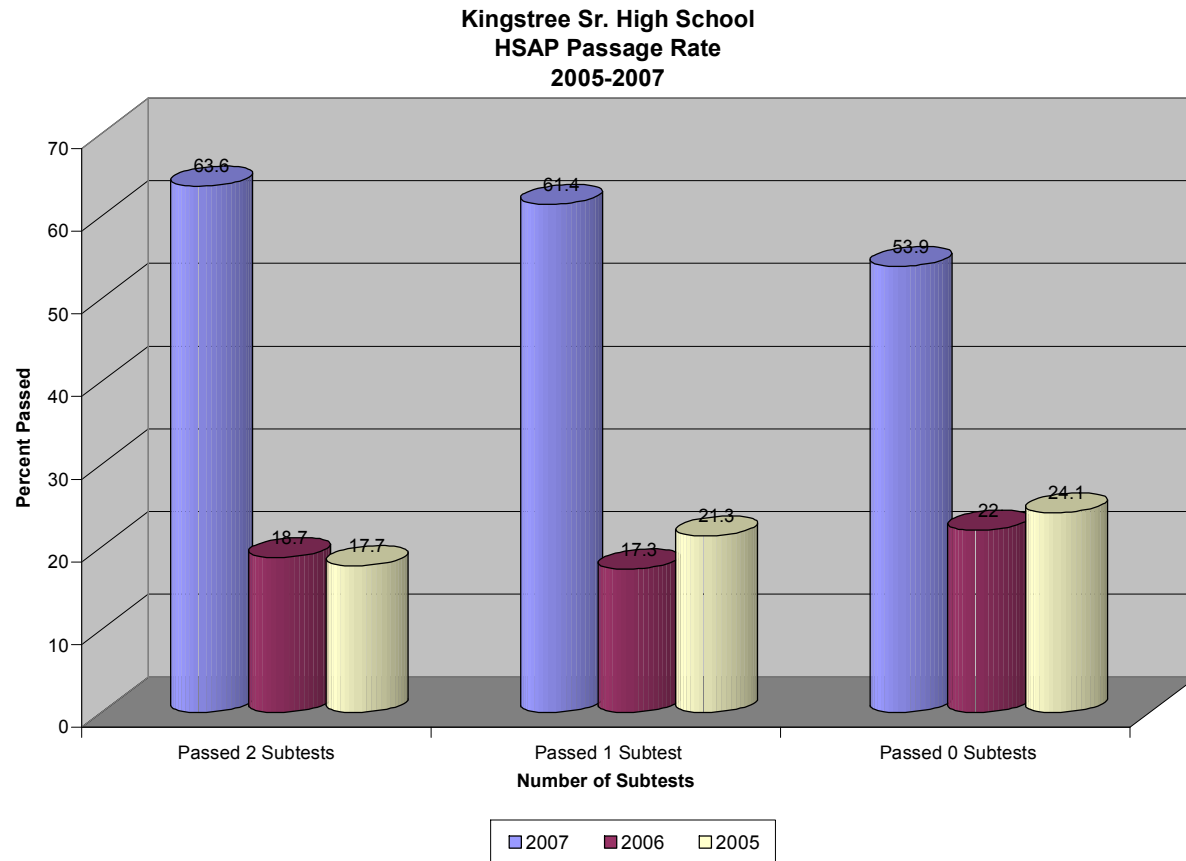
### End of Course Exams

The chart below depicts the 2007 and 2006 End-of-Course exam results; data for 2005 is not available. In 2007, 37.8% of students taking the English 1 exam scored 70 or above: 5.1 percentage points less than in 2006 (42.9%). In contrast, 68.3% of students taking the Algebra 1/Math Tech 2 exam scored 70 or above in 2007; a 1.6 percentage-point gain over 2006 (66.7%). In 2007, 14.8% of students taking the Physical Science exam scored a 70 or above, 1.2 percentage points less than in 2006.



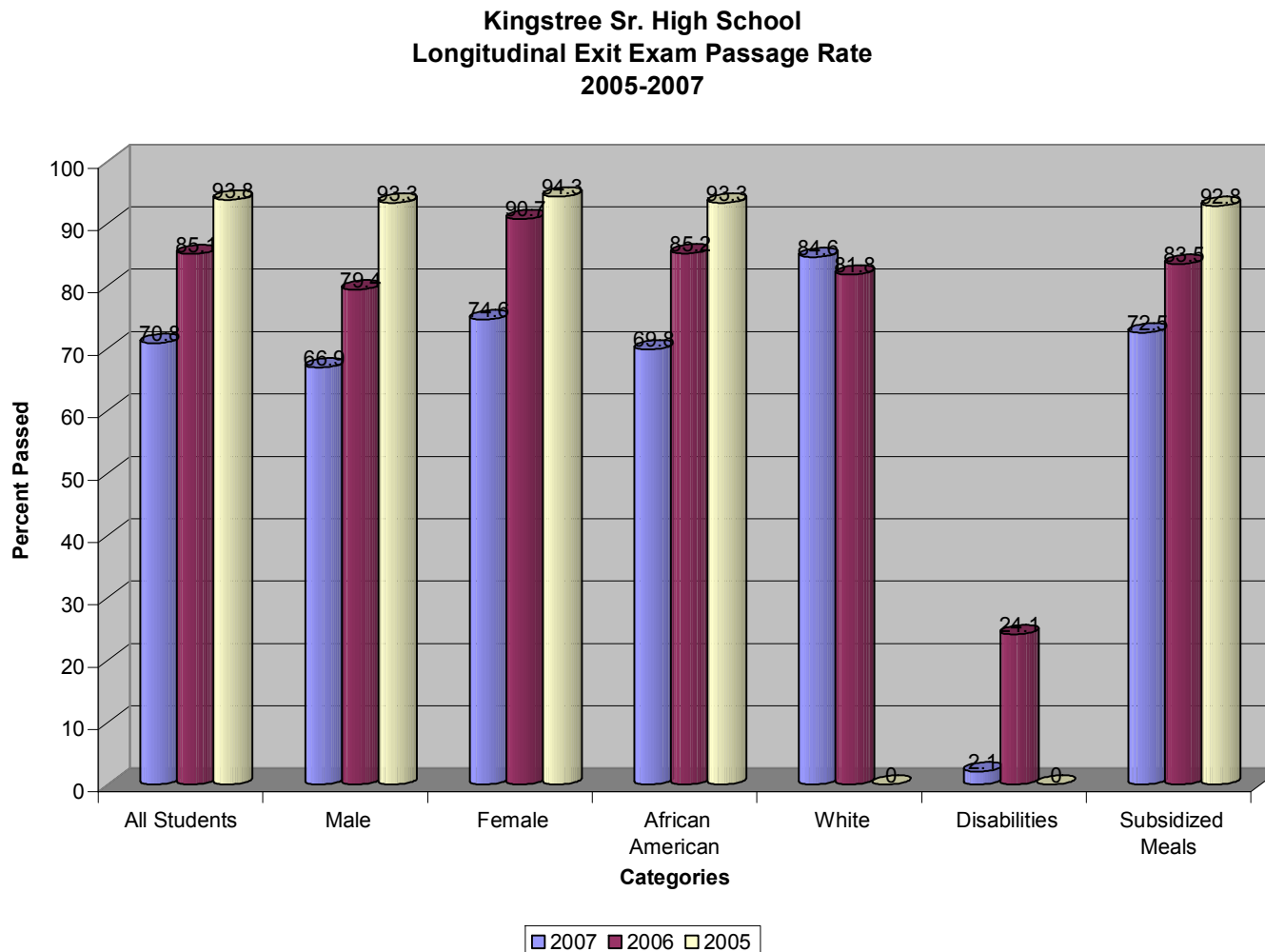
## High School Assessment Program

The chart below shows the High School Assessment Program (HSAP) results for 2005 through 2007. In 2007, 63.6% of students taking the HSAP passed both parts on their first attempt, more than in 2006 (61.4%) and more than in 2005 (53.9%). Furthermore, in 2007, 18.7% of students taking the HSAP passed 1 subtest, slightly more than in 2006 (17.3%) but less than in 2005 (22%). Eighteen percent of students tested in 2007 passed 0 subtests, less than in 2006 (21.3%) and less than in 2005 (24.1%).



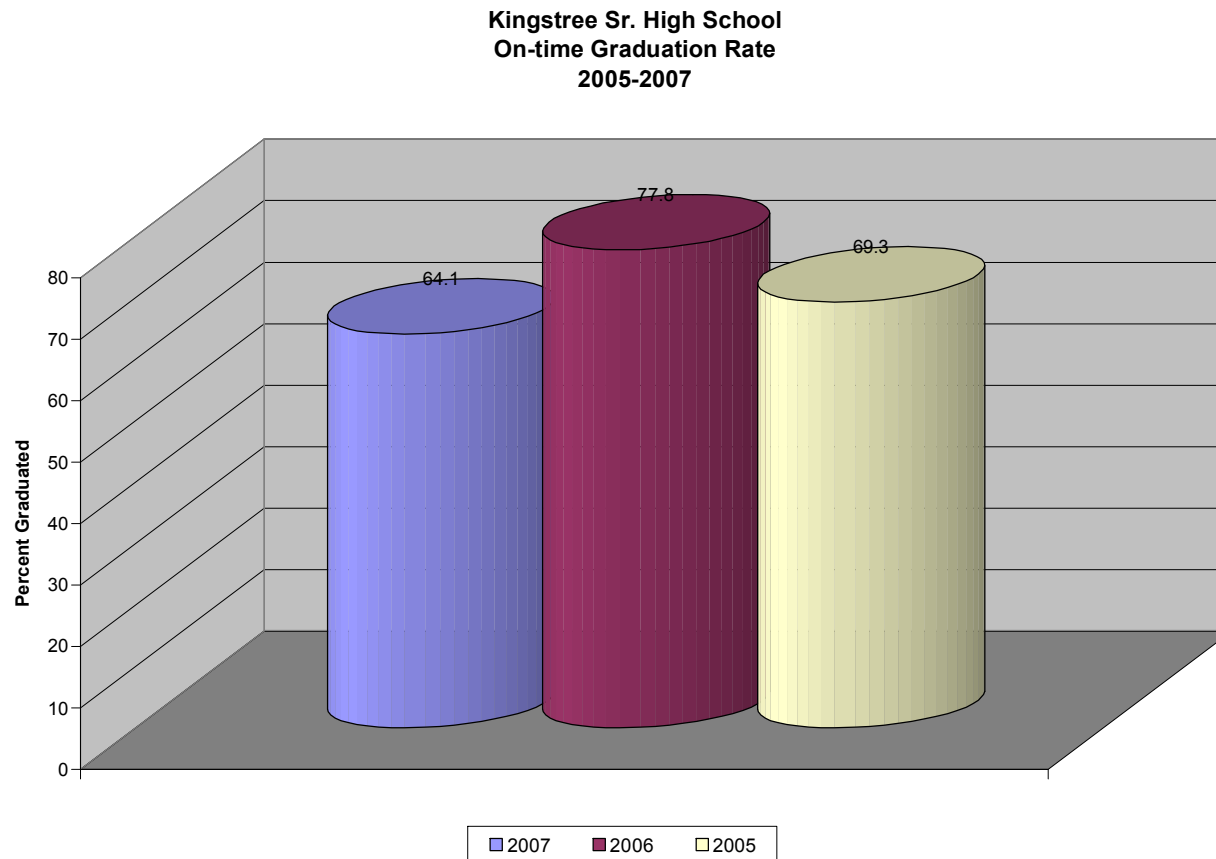
## Longitudinal Exit Exam Passage Rate

The chart below represents the Longitudinal High School Assessment Program passage rate from 2005 through 2007. By 2007, 70.8% of seniors had passed the HSAP, a decrease from 2006 (85.1%) and from 2005 (93.8%). Likewise, only 66.9% of male seniors had passed the HSAP by 2007 as opposed to 79.4% in 2006 and 93.3% in 2005. Similarly, 74.6% of female seniors had passed the HSAP by 2007 as compared to 90.7% in 2006 and 94.3% in 2005. Correspondingly, 69.8% of African American seniors had passed the HSAP by 2007, while 85.2% had passed the HSAP in 2006 and 93.3% in 2005. In contrast, 84.6% of white seniors had passed the HSAP by 2007, whereas 81.8% had passed in 2006. Percent passing could not be determined for white seniors in 2005 due to insufficient numbers. By 2007, 2.1% of students with disabilities had passed the HSAP; in contrast, 24.1% had passed in 2006. Percent passing could not be determined for seniors with disabilities in 2005 due to insufficient numbers. Seventy-three percent of seniors receiving subsidized meals had passed the HSAP by 2007, as opposed to 83.5% in 2006 and 92.8% in 2007.



### On-time Graduation Rate

The chart below illustrates the on-time graduation rate from 2005 through 2007. Sixty-four percent of all classified Seniors at Kingstree Sr. High School graduated in 2007, as compared to 77.8% in 2006 and 69.3% in 2005.



## **Process**

### **Summary of Process**

The Focused School Renewal Plan was developed based on the four criteria used to determine the School Report Card ratings as mandated by the South Carolina Department of Education: Longitudinal Exit Exam Passage Rate, First-attempt HSAP Passage Rate, Percent Scoring 70 or Above on End of Course Exams, and On-time Graduation Rate.

The Leadership team with a district representative met and examined the 2007 School Report Card data to determine the best method for increasing student achievement; thereby, improving the School Report Card ratings.

- In the category of Longitudinal Exit Exam Passage Rate, our 2007 results indicated our passage rate to be 70.8%. To gain a point in that category, our longitudinal passage rate would have to increase by 16.5% points this year.
- In the category of First-attempt Passage Rate, our 2007 results specified our passage rate to be 63.6%. We received the maximum points possible in this category; therefore, our goal would be to maintain at least an equal result this year.
- In the category of Percent Scoring 70 or Above on End of Course Exams, our 2007 results showed our passage rate to be 39.2%. To gain a point in that category, our percent passing the end of course exams would have to increase 2.4% points this year.
- In the category of On-time Graduation Rate, our 2007 results indicated our rate to be 64.1%. To gain a point in that category, our graduation rate would have to increase 15.5% points this year.

The team decided upon the three most attainable goals: Maintain the First-attempt Passage Rate, increase End of Course exam results by 2.4% points, and increase the On-time Graduation Rate by 15.5% points.

In addition, we considered the recommendations provided by our ERTL in his Verification of Obvious Effort: Classroom management problems with regard to international teachers and additional staff development in the area of effective teaching – Varied strategies, checking for understanding, and differentiated instruction.

Based on the data detailed above, we developed our goals and strategies. The Focused School Renewal Plan was brought before the faculty and staff, the Title I Committee, and the School Improvement Council for recommendations and suggestions. Revisions were made and the final copy was published for approval by the Williamsburg County School District and the State Department of Education.

## **Narrative**

### **Meeting Expected Progress**

2007 School Report Card data indicates Kingstree Sr. High School's First-attempt HSAP Passage Rate is 63.6%, the Percent Scoring 70 or Above on End Of Course Exams is 39.2, and the On-time Graduation Rate stands at 64.1%. Our Absolute Rating is calculated to be 2.6 points, a Below Average Absolute Rating.

It is realistic to expect our Absolute Rating to increase to 3.1 (Average) for the 2008-2009 school year by maintaining our First-attempt HSAP Passage Rate, increasing the Percent Scoring 70 or Above on End of Course Exams by 2.4% points, and increasing our On-time Graduation Rate by 15.5% points.

To meet this expectation, our focus goals will be based on the following:

- Using End of Course readiness practice tests in English 1, Algebra 1, and Physical Science as a means to guide instruction.
- Using HSAP readiness practice tests in English and Mathematics in Grades 10, 11, and 12 as a means to guide instruction.
- Ensuring that all eligible students are on target for on-time graduation.

## **Addendum**

### **Student Achievement Goals**

Student Achievement Goals 1 and 2, while having the same strategies, are focused on two separate groups of students: One group (9<sup>th</sup> Grade) is assessed using the End-of Course Examination Program (EOCEP), and the other group (2<sup>nd</sup> –year students) is assessed using the High School Assessment Program (HSAP).

### **Principal Goals**

Principal goals are to support student achievement goals as approved by the State Department of Education.

### **District Goals**

District goals are to support student achievement goals as approved by the State Department of Education.



## School Timeline

Month	Activities
July	<ul style="list-style-type: none"><li>• Refine student schedules (1<sup>st</sup> Semester)</li><li>• Order textbooks</li><li>• Align Standards with core-area curricula</li><li>• Develop core-area course requirements</li><li>• Train administrative team: Classroom observations (McREL)</li></ul>
August	<ul style="list-style-type: none"><li>• Conduct classroom observations and conference with teachers</li><li>• Conference with guidance counselors</li><li>• Conduct 4<sup>th</sup>-year student consultations</li><li>• Administer local benchmark assessments</li><li>• Provide school-wide professional development: Data Analysis</li><li>• Offer credit recovery to eligible students</li><li>• Identify and provide assistance to students not expected to graduate on time</li><li>• Assign mentors to students</li><li>• Provide professional development: Differentiated Instruction</li><li>• Train teachers in the use of SC Academic Standards</li><li>• Send parent letters home</li></ul>
September	<ul style="list-style-type: none"><li>• Conduct classroom observations and conference with teachers</li><li>• Conference with guidance counselors</li><li>• Provide professional development: Varied Instructional Strategies</li><li>• Provide classroom management course to targeted teachers</li></ul>
October	<ul style="list-style-type: none"><li>• Conduct classroom observations and conference with teachers</li><li>• Conference with guidance counselors</li><li>• Provide professional development: Checking for Understanding</li><li>• Contact parents</li></ul>
November	<ul style="list-style-type: none"><li>• Conduct classroom observations and conference with teachers</li><li>• Conference with guidance counselors</li><li>• Administer benchmark assessments</li><li>• Implement incentive program</li></ul>

<b>Month</b>	<b>Activities</b>
<b>December</b>	<ul style="list-style-type: none"> <li>• Conduct classroom observations and conference with teachers</li> <li>• Conference with guidance counselors</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• Conduct classroom observations and conference with teachers</li> <li>• Conference with guidance counselors</li> <li>• Follow up school-wide professional development: Data Analysis</li> <li>• Offer credit recovery to eligible students</li> <li>• Refine student schedules (2<sup>nd</sup> Semester)</li> <li>• Conduct 4-year student consultations</li> <li>• Identify and provide assistance to students not expected to graduate on time</li> <li>• Assign mentors to students</li> <li>• Contact parents</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• Conduct classroom observations and conference with teachers</li> <li>• Conference with guidance counselors</li> <li>• Administer local benchmark assessments</li> <li>• Implement incentive program</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Conduct classroom observations and conference with teachers</li> <li>• Conference with guidance counselors</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>• Conduct classroom observations and conference with teachers</li> <li>• Conference with guidance counselors</li> <li>• Contact parents</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• Conduct classroom observations and conference with teachers</li> <li>• Conference with guidance counselors</li> </ul>

**Note: Common planning is provided to all English and Mathematics teachers throughout the school year. All other teachers meet according to planning period schedules.**

**Teachers meet three times per week to examine student work, analyze data, and develop strategies for increasing student achievement.**

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1: By April 1, 2009, 50% of all 9<sup>th</sup>-grade students enrolled in gateway courses will demonstrate at least 70% mastery of course content knowledge as measured by local benchmark assessments for English 1, Algebra 1, and Physical Science. The benchmark assessment will be USATestprep, which is aligned to the SC Standards. (The desired result is student achievement. The goals must be academic goals related to the school report card.)**

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Identify all student enrolled in gateway courses for the Fall and Spring semesters.	Guidance Counselor	8/08 1/09	Student Lists and Progress Reports ( <b>Patrick</b> )  Target students for the appropriate instructional strategies and assessments to meet the goal.
Administer local benchmarks in English 1, Algebra 1, and Physical Science	Curriculum Coordinator Title I Facilitator	8/08 11/08 2/09	Benchmark Results: Used to inform instruction. ( <b>Fugate</b> )  Student score reports will be used to monitor student progress toward mastery of SC standards.
Provide school-wide professional development in data analysis	Principal Curriculum Coordinator	8/08 1/09	Reflective Journal: Teachers will reflect upon how and why the analysis of data is tied to student achievement. August and January. ( <b>Cumbee</b> )  Lesson plans and classroom observations with weekly written feedback and additional assistance when needed: Improved teacher knowledge will lead to improved student achievement. ( <b>Administrative Staff</b> )
Offer an incentive program to students who increase local benchmark scores in English/Language Arts and Mathematics	Assistant Principals	11/08 2/09	Benchmark Results: Rosters of student scores to determine incentives.  Student score reports will be used to increase student motivation. ( <b>Gadsden and Gordon</b> )
Provide common planning for English and Mathematics teachers.	Principal	8/08	Master Schedule: Teachers will use time to examine student work, analyze data, and develop strategies for increasing student achievement. ( <b>Cumbee</b> )

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2: By April 1, 2009, 65% of all second-year students will demonstrate at least 70% mastery of course content knowledge as measured by local benchmark assessments for English/Language Arts and Mathematics. The local benchmark will be USATestprep, which is aligned to the SC standards.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Identify all 2 <sup>nd</sup> -year students eligible to take ELA and Math HSAP.	Guidance Counselor	8/08 1/09	Student Lists and Progress Reports <b>(Patrick)</b>  Target students for the appropriate instructional strategies and assessments to meet the goal.
Administer local benchmarks in English/Language Arts and Mathematics	Curriculum Coordinator Title I Facilitator	9/08 11/08 2/09	Benchmark Results: Used to inform instruction. <b>(Fugate)</b>  Student score reports will be used to monitor student progress toward mastery of SC standards.
Provide school-wide professional development in data analysis	Principal Curriculum Coordinator	8/08 1/09	Reflective Journal: Teachers will reflect upon how and why the analysis of data is tied to student achievement. August and January. <b>(Cumbee)</b>  Lesson plans and classroom observations with weekly, written feedback and additional assistance when needed: Improved teacher knowledge will lead to improved student achievement. <b>(Administrative Staff)</b>
Offer an incentive program to students who increase local benchmark scores in English/Language Arts and Mathematics	Assistant Principals	11/08 2/09	Benchmark Results: Rosters of student scores to determine incentives. <b>(Gadsden and Gordon)</b>  Student score reports will be used to monitor student progress toward mastery of the SC standards.
Provide common planning for English and Mathematics teachers.	Principal	8/08	Master Schedule: Teachers will use time to examine student work, analyze data, and develop strategies for increasing student achievement. <b>(Cumbee)</b>

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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3: By April 1, 2009, 80% of all students in the 9GR6 cohort will be on target for on-time graduation according to the graduation template.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Offer credit recovery to eligible students	Guidance Counselors	8/08 1/09	Credit Recovery Grades and Reports: Grades will determine course of action for each student to graduate on time. <b>(Joe)</b>  Credit recovery will allow students to make up course work and meet graduation requirements.
Analyze graduation data using the 9GR field and identify students who are not expected to graduate on time and provide assistance as needed: <ul style="list-style-type: none"> <li>• Homework Center</li> <li>• Tutoring</li> <li>• Reading</li> <li>• Math</li> </ul>	Guidance Counselors	8/08 1/09	Student Tracker: Students will be monitored weekly to ensure their success in their areas of need. <b>(Joe and Prince)</b>  Regular review of progress will allow time for interventions and one-to-one meetings to increase the likelihood of on-time graduation.
Assign mentors to students who need intervention: <ul style="list-style-type: none"> <li>• Peers (National Honor Society, Beta Club, and Teacher Cadets)</li> <li>• Teachers</li> <li>• Parents, Business Rep., Community members</li> </ul>	Guidance Counselors and Club Sponsors	8/08 1/09	Assignment Sheet: Volunteers will maintain records to include number of hours spent with student, progress of student. <b>(Joe, Burgess, Siniard)</b>  Reflective Journal: Targeted students will keep a journal of their intervention experience and meet weekly with Guidance Counselor or Club Sponsor to determine effectiveness of intervention. <b>(Joe, Burgess, Siniard)</b>  Student motivation will increase the probability of on-time graduation.
Schedule students who have not met standard(s) on HSAP into mandatory HSAP Essentials ELA and/or HSAP Essentials Mathematics course(s)	Guidance Counselors	7/08 1/09	Student Schedules: Students will be monitored weekly to determine course of action needed to graduate on time. <b>(Joe)</b>

			Additional assistance from certified teachers will increase the possibility of students passing the HSAP before graduation.
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## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 1: The administration will provide instructional leadership in support of Student Achievement Goal 1: By April 1, 2009, 50% of all 9<sup>th</sup>-grade students enrolled in gateway courses will demonstrate at least 70% mastery of course content knowledge as measured by local benchmark assessments for English 1, Algebra 1, and Physical Science. The benchmark assessment will be USATestprep, which is aligned to the SC Standards.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> <b>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</b>	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <b><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i></b>
Conduct a minimum of five observations per week with written feedback to teachers	Administrative Team	8/08	Classroom Observation Records: Results will be used to determine staff development activities, professional growth activities, needed resources in the classroom. <b>(Cumbee)</b>  Feedback from observations will lead to improved instruction.
Provide professional development for teachers in the following areas: <ul style="list-style-type: none"> <li>• Classroom Management</li> <li>• Varied Instructional Strategies</li> <li>• Checking for Understanding</li> <li>• Differentiated Instruction</li> </ul>	Principal Title I Facilitator Curriculum Coordinator	9/08 9/08 10/08 11/08	Record of Professional Development Activities: Information will be used to provide follow-up activities and monitor implementation. Monthly. Written feedback and assistance as needed. <b>(Fugate)</b>  Improved teacher knowledge will lead to improved student achievement.
Provide access to professional literature to all teachers as it relates to improving student achievement in the classroom	Principal Media Specialist	8/08	Study Group Rosters and Double Entry Journals: Information will be used to share what works with all teachers in the building. Quarterly. <b>(Fugate)</b>  Improved teacher knowledge will lead to improved student achievement.
Train teachers in the use of SC Academic Standards	Principal Curriculum Coordinator	9/08	Classroom Observations: Records will be used to determine teacher effectiveness and support needed in the classroom. Weekly. Written feedback with assistance as

			needed. <b>(Cumbee)</b>  Improved teacher knowledge will lead to improved student achievement.
Conduct quarterly conferences with teachers to determine areas of growth, resources needed, actions needed to increase student achievement.	Principal	10/08 1/09 3/09 6/09	Conference Notes: Conference information will be used to determine teacher effectiveness in the classroom. <b>(Cumbee)</b>  Individualized professional development will lead to greater teacher effectiveness.



**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 2: The administration will provide instructional leadership in support of Student Achievement Goal 2: By April 1, 2009, 65% of all second-year students will demonstrate at least 70% mastery of course content knowledge as measured by local benchmark assessments for English/Language Arts and Mathematics. The benchmark assessment will be USATestprep, which is aligned to the SC Standards.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Conduct a minimum of five observations per week with written feedback to teachers	Administrative Team	8/08	Classroom Observation Records: Results will be used to determine staff development activities, professional growth activities, needed resources in the classroom. <b>(Cumbee)</b>  Feedback from observations will lead to improved instruction.
Provide professional development for teachers in the following areas: <ul style="list-style-type: none"> <li>• Classroom Management</li> <li>• Varied Instructional Strategies</li> <li>• Checking for Understanding</li> <li>• Differentiated Instruction</li> </ul>	Principal Title I Facilitator Curriculum Coordinator	9/08 9/08 10/08 11/08	Record of Professional Development Activities: Information will be used to provide follow-up activities and monitor implementation. Monthly. Written feedback and assistance as needed. <b>(Fugate)</b>  Improved teacher knowledge will lead to improved student achievement.
Provide access to professional literature to all teachers as it relates to improving student achievement in the classroom	Principal Media Specialist	8/08	Study Group Rosters and Double Entry Journals: Information will be used to share what works with all teachers in the building. Quarterly. <b>(Fugate)</b>  Improved teacher knowledge will lead to improved student achievement.
Train teachers in the use of SC Academic Standards	Principal Curriculum Coordinator	8/08	Classroom Observations: Records will be used to determine teacher effectiveness and support needed in the classroom. Weekly. Written feedback with assistance as needed. <b>(Cumbee)</b>

			Improved teacher knowledge will lead to improved student achievement.
Conduct quarterly conferences with teachers to determine areas of growth, resources needed, actions needed to increase student achievement.	Principal	10/08 1/09 3/09 6/09	Conference Notes: Conference information will be used to determine teacher effectiveness in the classroom. <b>(Cumbee)</b>  Individualized professional development will lead to greater teacher effectiveness.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 3: The administration will provide instructional leadership in support of Student Achievement Goal 3: By April 1, 2009, 80% of all students in the 9GR6 cohort will be on target for on-time graduation according to the graduation template.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Conference monthly with guidance counselors to review student progress	Principal	8/08	Conference Notes: Information will be used to determine course of action for individual students. <b>(Joe)</b>  Regular review of progress will allow interventions and assistance to increase the likelihood of on-time graduation.
Require all 4 <sup>th</sup> -year students to consult with guidance counselor twice during the year	Guidance Counselor	8/08 1/09	Consultation Notes: Information will be used to direct students and implement strategies to increase the graduation rate. <b>(Joe)</b>  Regular review of progress will allow interventions and assistance to increase the likelihood of on-time graduation.
Provide quarterly communication to parents of impending graduates	Guidance Counselor Parent Liaison Career Specialist	8/08	Communication Log: Information will be used to monitor home/school relations and develop strategies to increase the graduation rate. <b>(Joe)</b>  Parental involvement activities increase a student's probability of on-time graduation.
Meet Weekly with Administrative team to review and collect classroom observations.	Principal	8/08	Minutes and Observation Schedule: Information will be used to determine areas of professional development needed. Assistance as needed, based on shared information. <b>(Cumbee)</b>  Regular review of teacher performance and classroom issues will allow an opportunity to provide assistance and corrective feedback to teachers and lead to increased student achievement.

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 1: The Williamsburg County School District will provide instructional leadership in support of Student Achievement Goal 1: By April 1, 2009, 50% of all 9<sup>th</sup>-grade students enrolled in gateway courses will demonstrate at least 70% mastery of course content knowledge as measured by local benchmark assessments for English 1, Algebra 1, and Physical Science.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Conduct a minimum of three formal classroom observations each month and provide written feedback to EOCEP teachers	Director of Federal and State Programs	9/08	Classroom Observation Records: Records will be used to determine professional development needs. Monthly. Written feedback to teacher and principal with additional assistance as needed. <b>(McFadden)</b>
Provide training in effectively implementing the South Carolina standards	Director of Professional Development	11/08	Attendance and Observation Records: Information will be used to follow-up on the effective implementation of the South Carolina standards. Monthly. Written feedback to teacher and principal with additional assistance as needed. <b>(Kelty)</b>
Facilitate a literature circle using <u>Classroom Instruction That Works</u>	Director of Federal and State Programs	10/08	Attendance Records and Double Entry Journals: Information will be used to follow up on the strategies outlined in <u>Classroom Instruction That Works</u> .  Quarterly. Classroom observations, written feedback to teacher and principal with additional assistance as needed. <b>(McFadden)</b>
Offer a student incentive program	Director of Instruction	11/08	Student Improvement Scores: Data will be used to determine incentive awards to students. <b>(McFadden)</b>  On-going collection of data. Written feedback to principal. Annual awards ceremony.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators' Instructional Leadership Goal 2: The Williamsburg County School District will provide instructional leadership in support of Student Achievement Goal 2: By March 1, 2009, 65% of all second-year students will demonstrate at least 70% mastery of course content knowledge as measured by local benchmark assessments for English/Language Arts and Mathematics.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Conduct a minimum of three formal classroom observations each month and provide written feedback to HSAP teachers	Director of Federal and State Programs	9/08	Classroom Observation Records: Records will be used to determine professional development needs. Monthly. Written feedback to teacher and principal with additional assistance as needed. <b>(McFadden)</b>
Provide training in effectively implementing the South Carolina standards	Director of Professional Development	11/08	Attendance and Observation Records: Information will be used to follow-up on the effective implementation of the South Carolina standards. Monthly. Written feedback to teacher and principal with additional assistance as needed. <b>(Kelty)</b>
Facilitate a literature circle using <u>Classroom Instruction That Works</u>	Director of Instruction	10/08	Attendance Records and Double Entry Journals: Information will be used to follow up on the strategies outlined in <u>Classroom Instruction That Works</u> .  Quarterly. Classroom observations, written feedback to teacher and principal with additional assistance as needed. <b>(McFadden)</b>
Offer a student incentive program	Director of Instruction	11/08	Student Improvement Scores: Data will be used to determine incentive awards to students. <b>(McFadden)</b>  On-going collection of data. Written feedback to principal. Annual awards ceremony.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators' Instructional Leadership Goal 3: The Williamsburg County School District will provide instructional leadership in support of Student Achievement Goal 3: By March 1, 2009, 80% of all students in the 9GR6 cohort will be on target for on-time graduation.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide technical assistance in the collection, analysis, and application of data used to determine the graduation rate	Director of Program Evaluation	9/08	Conference Notes: Information will be used to assist the school in determining the graduation rate soon enough to allow for interventions as needed. <b>(Cooper)</b>  Quarterly.
Coordinate with the Alternative School to ensure instructional needs of designated students are being met.	Director of Special Services	9/08	Student Score Reports: Information will be used to assist the school in determining the graduation rate soon enough to allow for interventions as needed. <b>(Cannion)</b>  Quarterly.
Provide site licenses for Apex Credit Recovery	Director of Federal and State Programs	8/08	Access to Credit Recovery courses: Information will be used to assist the school in support of increasing the graduation rate. <b>(McFadden)</b>

# FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

## Title and Description of Each Program and Initiative Included in the FSRP

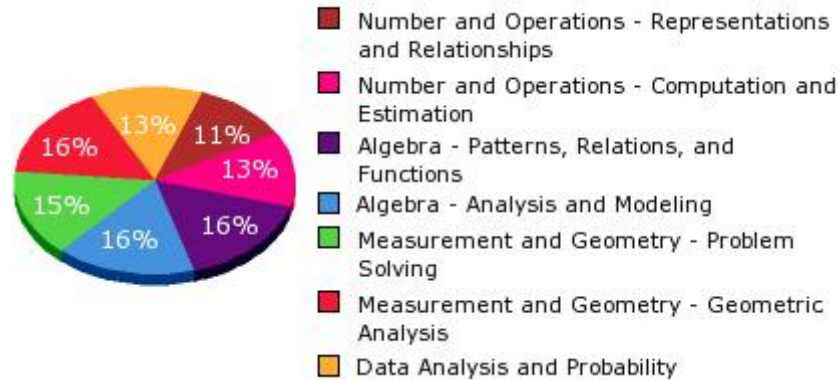
**Credit Recovery:** Our school will be using Apex Learning’s credit recovery program during the 2008-2009 school year. Students who have failed a course may recover the lost credit upon successful completion of the program.

**High School Assessment Program (HSAP) Essentials courses in English/Language Arts and Mathematics:** A required course for students in the 11<sup>th</sup> or 12<sup>th</sup> grade who have not passed one or more subtests of the High School Assessment Program (HSAP). The course is designed to provide intensive, individualized instruction to students

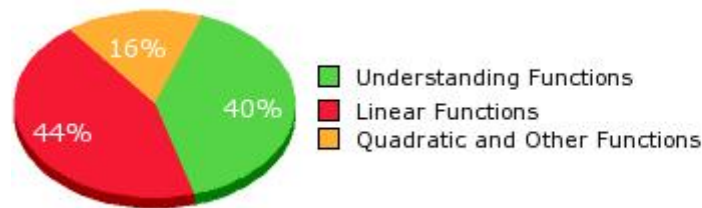
**Local Benchmark:** Kingstree Sr. High School will be using the USATestprep End of Course and HSAP benchmark assessments during the 2008-2009 school year. The assessments offer pre and post tests aligned to the SC standards and are formatted to reflect End of Course exam structures and the High School Assessment Program (HSAP) structure. Reports are designed to help teachers identify student strengths and weaknesses.



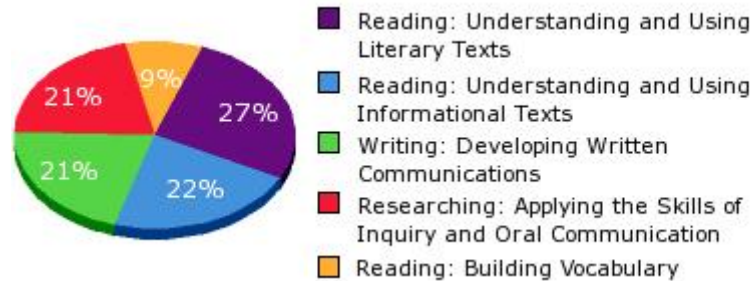
### HSAP ELA Alignment



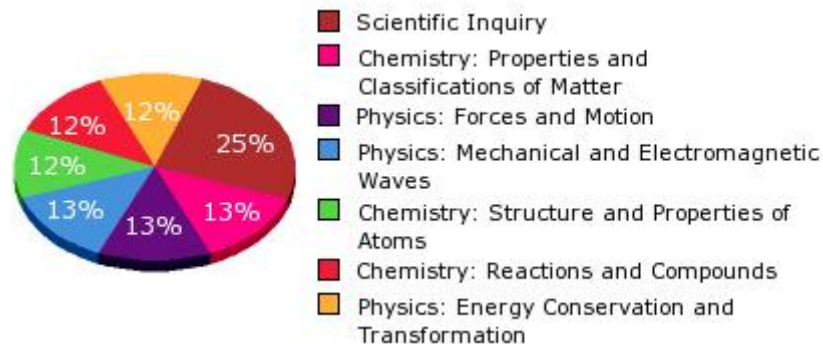
### HSAP Mathematics Alignment



**EOCEP Algebra I Alignment**



**EOCEP English I Alignment**



**EOCEP Physical Science Alignment**

**USATestprep, Inc. has carefully researched all of the standards set forth in the HSAP and EOCEP Test Blueprints and has developed questions and answers based on these standards. USATestprep is a subscription-based website that helps students succeed on their high school graduation tests/exams. Experienced teachers author each question and resource to match the state standards for each test. Content is constantly added and edited based on feedback from our subscribers and DOE changes.**



## **Key Features of USATestprep include:**

- **No software to install**
- **100% curriculum alignment with each state test both in content and percentages**
- **Use from School and Home 24/7**
- **A great resource for remediation classes**
- **Very simple and effective**
  - **Students take a diagnostic practice test**
  - **The test identifies their weak content areas**
  - **They practice and review in those weak areas with a wide variety of activities**
  - **Teachers facilitate and monitor student progress**